

St. Peter's Collegiate Academy - Pupil Premium Strategy: Review of outcomes 2023-24

Summary

The challenges outlined in the strategy plan remain valid and we will continue to tackle them next academic year. There has been a much bigger focus on improving cultural capital across the academy; through course related trips, enrichment and extracurricular activities, rewards trips, as well as a variety of other experiences that students otherwise wouldn't have had - the Assistant Principal for Character Development has planned a series of enrichment opportunities to take place across next academic year specifically for our disadvantaged students. Much has been done through Teaching and Learning to establish consistent routines for learning. This year the focus has been to ensure routines for learning are embedded and that high quality teaching and learning is experienced by all students across the curriculum. We recognise that quality first teaching is paramount, therefore the appraisal objectives for staff hone in on this. It has also been noted that while there is lots done to support our disadvantaged students there is scope for more collaborative work. Therefore there will be a framework designed that enables Teaching & Learning and Inclusion to work collaboratively with the Pupil Premium lead. The SLT team, where applicable, will incorporate Pupil Premium related objectives into their action plans to support the effective tracking and monitoring of the actions outlined in the strategy. It is envisioned that this collaborative work ensures actions carried out are more robust and relevant to the challenges experienced by our disadvantaged students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Pupil Premium Data 2023—24 – below needs updating to reflect figures from last academic year

Currently 357 pupil premium students on roll in years 7 to 11 (32.43%).

Year 7	78/220 (35.5%)
Year 8	75/219 (34.2%)
Year 9	62/220 (28.2%)
Year 10	71/222 (32.%)
Year 11	71/220 (32.3%)

12 of these students are LAC

3 receive the service child premium.

Pupil Premium KS4 Outcomes

	Attainment 8	% English and Maths 4+	% English and Maths 5+	Progress 8 overall
PP	42.25	55.2	34.3	-0.44
Non PP	48.40	76.5	50.3	-0.04
Difference	6.15	21.3	16	0.40

Reward: Pupil premium data – Class Charts

Achievement points: Ratio of positive to negative from September 2024

Data on 20/11/24

	Positive	Negative	Ratio
Non PP	76,347	5,114	94%
PP	36,250	3,574	91%

PP students are recognised for their success and are achieving. There is not a huge gap between PP and non PP.

FFT data 2021-22 (Source: FFT)

213 in Year 11 (21-22)

Pupil Premium KS4

	Attainment 8	% English and Maths	%Ebacc Grade 4+	Progress 8 overall	% English & Maths 4+	%Ebacc Grade 4+
PP	4.7%	68%	27%	-0.17	-7%	-2%
Non PP	5%	77%	39%	-0.28	-3%	+6%
Difference	-0.3 (+1%)	-9 (+22%)	-12%	+0.11 (+0.61)	-4% (+13%)	-8%

Pupil Premium students attained closer to non Pupil Premium students in 2022 but still trailed non PP students by small margins. The differences are not significant here and there are improvements over the results in 2021, the gap between English and maths has been narrowed along with the overall Progress 8 scores.

Negative figures indicate the difference between St Peters and the National Average.

FFT data 2020-21 (Source: FFT)

213 in Year 11 (21-22)

Pupil Premium KS4

	Attainment 8	% English and Maths	Progress 8 overall	% English & Maths 4+
PP	4.4%	57%	-0.66	-15%
Non PP	5.7%	88%	-0.16	+2%
Difference	-1.3	-31%	-0.5	-17%

Pupil Premium students attained close to non Pupil Premium students in 2021, there is a gap of 15% for Progress 8 English and Maths at grade4 +

FFT data 2019-20 (Source: FFT)

213 in Year 11 (21-22)

Pupil Premium KS4

	Attainment 8	% English and Maths	Progress 8 overall	% English & Maths 4+
PP	4.4%	60%	-0.34	-13%
Non PP	5.6%	82%	+0.02	0%

Figures from 2020 show gaps between Pupil Premium and non Pupil premium. Data here is from the Pandemic year and may be misleading, however it is likely to be similar to previous years as it was based on Centre Assessed Grades (CAG's)

1. Planned expenditure					
Academic year		2023-24			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Quality first wave teaching and CPD to enable explicit provision for developing strategies to meet the needs of disadvantaged students in all subjects.	All teaching is consistently excellent	EEF Effective CPD guidance summary EEF Teaching and Learning Toolkit	<ul style="list-style-type: none"> • Implementation of the T&L Framework with associated CPD for all teaching staff • High impact pedagogies implemented (Rosenshine) • Access to online training • Faculty meetings teaching and learning reviews • T&L focus and monitoring • Staff engagement with the CEFEL NPQ Flex • T&L coaches appointed & working strategically • Regular QA to monitor impact 	TB JL CRi CCT T&L coaches	<ul style="list-style-type: none"> • Teaching and learning framework has been created and handbook created for all staff to support educational experiences students get across school • Rosenshine/Lemov strategies were analysed and contextualised to our students here at St Peter's • T&L team increased in size with certain responsibilities allocated such as PP etc. • Regular CPD voluntary sessions

					<ul style="list-style-type: none"> Focus of 3 strategic T&L areas - Modelling, Questioning and Feedback
To improve the quality and frequency of feedback to pupils through ongoing staff training.	Improve the progress of PP students from their starting points at KS2	EEF High Impact Strategy +6 months. Click here for further evidence Feedback Toolkit Strand Education Endowment Foundation EEF	<ul style="list-style-type: none"> Triangulation of evidence (Pupil Voice, Work Scrutinies, Lesson Observations) indicate that all teaching is excellent and consistent Where this is not the case there will be evidence of intervention, action and support leading to improvement 	TB JL CRi T&L coaches	<ul style="list-style-type: none"> Pupil progress tracking system introduced High quality CPD delivered around feedback Departments completed tasks to improve feedback and marking policy.
Whole school performance management target focussed on supporting the progress of PP students.	All staff are aware of the challenges faced by PP students and are engaged in delivering strategies to support the progress of all groups of students	Click here for further evidence	<ul style="list-style-type: none"> PP related performance management target for all staff PP is a standing agenda item in department and line management meetings Evidence will show the monitoring of data by HODs through Line management and Intervention meetings 	AM TB MBu	<ul style="list-style-type: none"> The objective was part of performance management, however this has been removed. Instead there is a focus on T&L, specifically feedback. Objectives are tailored to roles/responsibilities to maximise impact.
Review and plan more strategic and effective use of GSL	Strategic use of	Standardised tests can provide reliable insights into the specific strengths and	<ul style="list-style-type: none"> GL assessments used at key points to 	DS EG	<ul style="list-style-type: none"> GL assessments used but upon review it has

<p>Assessment Package. Staff training to ensure effective analysis of data and action planning.</p>	<p>standardised assessments to set baselines and measure progress of PP students</p>	<p>weaknesses of individual students Click here for further evidence</p>	<p>support identification of student needs</p> <ul style="list-style-type: none"> Accelerated reader used strategically with identified groups 		<p>been determined that the data is not put to the most effective use. We have it but how do we better utilise it? EG appointed to lead on GL assessment as part of the Inclusion Team. This is an area for development and will be a key action of the collaboration framework between PP, T&L and Inclusion.</p>
<p>Improve levels of literacy of disadvantaged students</p>	<p>Improve access to the curriculum.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Click here for further evidence</p> <p>Accelerated Reader produces “particularly positive effects” of up to + 5 months according to an independent study by the Education Endowment Foundation (EEF) and Durham University. Click here for further evidence</p>	<ul style="list-style-type: none"> Member of SLT leading on whole school literacy Accelerated reading programme used to baseline assess Yr 7 students. Impact measured at end of Yr 7 with further targeted intervention in Yr 8 and 9 Member of staff in place to run the Accelerated Reader Programme. Toe-by-toe program used where pupils are identified as needing 1-2-1 support when joining St Peter’s. Phonics 	<p>CRi CCr</p>	<ul style="list-style-type: none"> CC has outlined a three-year strategy. Accelerated reader implemented and member of staff identified as lead. However, as with GL assessment, a fuller impact report needs to be carried out. This will be an action point going into the next academic year. Reading often and widely continued to be shared weekly with staff and students to develop disciplinary literacy.

			<ul style="list-style-type: none"> • trained TA to deliver and monitor the program. • HODs and teaching staff to ensure students have regular access to high quality academic reading relevant to subject disciplines. • Subjects provide reading lists linked to curriculum journeys to support pupil engagement with wider reading across the curriculum. 		
Total cost for 'Quality of teaching for all'					£190,367

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation

<p>Implement Voice Oracy 21 programme.</p>	<p>To develop high-quality oracy education. Students are equipped with the tools and knowledge of how to use their voice effectively.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills – hence the need for developing oracy. Studies show that effective delivery of Oracy sessions has a high impact. 1,3,4 7 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot?utm_source=/projects-and-evaluation/projects/voice-21-pilot&utm_medium=search&utm_campaign=site_search&search_term=oracy</p>	<ul style="list-style-type: none"> • Staff leads will attend specialist training from which they will design a scheme of work to be delivered. • Specialist from Voice 21 to be a critical friend; conduct learning walks & speak to staff leads to gauge action points moving forward. • To be trialled with a select group to help inform visit from the specialist. • To devise a plan on how to evaluate staff implementation of strategies. 	<p>CRi</p>	<p>An Oracy strategy has been written and published on the school website. Staff training is scheduled for January 2025 along with student assemblies. An action plan is in place to provide wider provision for Oracy.</p>
<p>Remodelled 'target setting' to Partnership Meetings</p>		<p>EEF + 2 months The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.</p>	<p>Identify known /perceived barriers to learning; dialogue with students, parents & carers to identify further barriers and to implement strategies to support. Heads of Year and PP lead to liaise.</p>	<p>AM HOY RW</p>	<ul style="list-style-type: none"> • Recognition that contact with home needs a more collaborative approach. Pastoral, SEND & Inclusion and

					Safeguarding teams to triage information and strategies to best support students needs.
Targeted intervention for Y11 after school that enables all students to enhance their learning outside of normal curriculum time.	Improve outcomes	EEF did research which showed targeted intervention and attendance can improve progress by 4+ months	<ul style="list-style-type: none"> • Student and Parental launch • Regular monitoring with HODs • Daily tracking of attendance • Monitoring outcomes from different assessment points 	JL	<ul style="list-style-type: none"> • As of 21/11 - Over 1300 student attendance marks to tuition with over 93% of the year group attending.
Total cost for 'Targeted Support'					£115,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Monitor and Increase parental engagement.	<p>Students wellbeing is improved. There is an improvement in attainment.</p> <p>Student transitions around school or when moving</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Click here for further evidence</p>	<ul style="list-style-type: none"> • HOYs and Form Tutors to contact parents to encourage attendance at Parents Evening and other key events. • Dedicated member of staff to monitor attendance of students. Attendance data reported to HOYs every four weeks with a separate report on PP 	<p>DS RW HoY AM LF Inclusion</p>	<ul style="list-style-type: none"> • HoY make regular contact home. Now FT's also play a bigger role in monitoring interventions to improve behaviours for learning. See form tutor reports created and shared. • JF & KW in place to monitor attendance

	to new settings is positive.		attendance. Any emerging trends identified quickly and acted upon. <ul style="list-style-type: none"> Partnership Meetings 		and provides HoY with relevant data. <ul style="list-style-type: none"> Need to review how HoY use this PP data and whether it is being used effectively.
After school homework sessions.	Raise attainment. Wellbeing is supported.	EEF Extending School Time +3 months Click here for further evidence	<ul style="list-style-type: none"> Supervised session. Monday until 4pm. Tuesday- Friday until 5pm. Accessible and available for all Year Groups. Registers of students will be kept and monitored to identify PP student attendance. 	SENDCo TA's	<ul style="list-style-type: none"> Some PP students need to get a bus home and so after school sessions are not always accessible. Report on attendance and engagement to be recorded.
To appropriately use Pupil Premium finances.	Improved attendance and engagement; both in and out of the classroom.	EEF Moving Forwards, making a difference: A planning guide for schools 2022-23 – selected key findings.	<ul style="list-style-type: none"> Access to materials and access to activities including: specialist IT equipment, personal textbooks, revision materials, calculators, PE kit, uniform, food technology equipment and ingredients, school visits, lockers and any other appropriate activities or resources. Oversight by SLT in charge of PP. Bids to be justified. Miscellaneous - as and when need arises throughout the year. EAL; intervention /support (eg Sparx); alternative learning 	AM with support of HOY, Pastoral & Safeguarding teams	<ul style="list-style-type: none"> AM to work with T&L and Inclusion to strategically plan spending to ensure its potential benefits are being maximised. It has also been highlighted that the budget could be used to support and improve behaviours for learning but is not widely used for this purpose at the moment. Plan ahead wherever possible..

			pathways' stationary; technology.		
Contributions to extracurricular activities including after school clubs and music tuition.	Improved student outcomes. Raised aspirations. Wider engagement in school life.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. There is a small positive impact of physical activity on academic attainment (+1 month). https://educationendowmentfoundation.org.uk/	<ul style="list-style-type: none"> Ensure students have access to equipment and classes where there is a cost implication eg, Table Tennis coaching, MMA classes and streamline the process so that HOY can approve spending on areas such as this. 	RW	<ul style="list-style-type: none"> Enrichment offer is extensive and offers students many, varied opportunities. This has been welcomed by staff and students Change the capitation forms to better reflect the academy's challenges. Give more autonomy to staff leads through the development of a collaborative framework between PP Lead, T&L and Inclusion.
Well-being & SEMH support for students: <ul style="list-style-type: none"> Engage Trust UK 'Worth it' Programme KB - SEND dept. Think For The Future 		EEF behaviour Interventions +4 months. Click here for further evidence Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Click here for further evidence	<ul style="list-style-type: none"> All provisions are allocated by members of the safeguarding, pastoral or SEND team. All provision is recorded on Provision Map Dedicated Assistant SENDCO for SEMH There is a wide offer available for students who require support 	Inclusion: DS KG KB TA's	<ul style="list-style-type: none"> The academy employs a full time Assistant SENDCO who focuses on SEMH. Furthermore, within the Safeguarding Team there is a Mental Health Officer who is available four days a week. 455 students accessed SEMH provisions provided by the academy in 2023/4. 198 of these students were PP.

					<ul style="list-style-type: none"> • Think For The Future: 82 students accessed the service. 34 of these students were PP
<p>Building Cultural Capital in disadvantaged students.</p> <p>eg. Culture Day; St. Peter's Great Exhibition; Beauty and the Beast theatre visit; access to book fair</p>		<p>Young people from higher social groups are 5% more likely to remember cultural trips organised by their parents (ABC1s – 46%, C2DEs – 30%) 35% of young people from lower social groups (C2DEs) remember their first memorable cultural trip as organised by their school compared to 27% of young people from higher social groups.</p> <p>Click here for source</p>		<p>CC RW AM</p>	<ul style="list-style-type: none"> • Students have a wide range of enrichment and enhancement activities that will allow them to develop life skills and engage with a provision that is non academic. • PP students engage with the D of E Award and are assisted financially with costs of equipment and expedition - the award helps students in many ways - developing independence, teamwork and students are allowed to view unique landscapes outside of the West Midlands Conurbation. • Off-site visits undertaken - PP funding contributes to visit allowing our young people to experience life out of Wolverhampton,

					<p>enrich their lives and give them life aspirations.</p> <ul style="list-style-type: none"> • New programme started in September - 14 PP students are taken off site every 2 weeks for a 'Life Experience' - to develop social skills, an awareness of the world outside of Wolverhampton - Students enjoy themselves, have fun, develop, be free, experience new activities and new places, have memories for life, create new friendships, grow in confidence, have no worries, no external influences, are prepared for a modern world outside of school, and really just be children...
Total cost for 'Other approaches'					£97,000

